



A COMPARATIVE STUDY OF VALUES, 'SELF-CONCEPT', CREATIVITY AND ANXIETY IN THE MALE AND FEMALE TRAINEE TEACHERS STUDYING IN JR. COLLEGE OF EDUCATION (D. T. ED.)

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ABSTRACT

Objectives: The main objective of the study is to find out the values, self-concept, creativity and anxiety among Jr. College of Education trainee teacher. This study will focus on comparison between the male and female trainee teacher about the values, self-concept, creativity and anxiety. **Methodology:** This research was done on the basis of Descriptive method. The investigator refers normative survey for study. **Tools:** The tools used for the study was questionnaire PVQ by Dr. Mrs. G. P. Sherry and Prof. R. P. Verma, SCQ by R.K.Saraswat, TCW by Dr. Baquer Mehndi and SCAT by A. K. P. Sinha and L.N.K. Sinha. **Findings:** There is significant difference in total number of values between the male and female trainee teachers of D. T. Ed. Colleges. Males have greater number of values than the females. There is significant difference in physical self-concept between the male and female trainee teachers of D. T. Ed. Colleges. The physical self-concept of female is more clear than male comparatively. Female trainee teachers of D. T. Ed. Colleges have greater moral self-concept than the male trainee teachers. Male trainee teachers of D. T. Ed. Colleges have greater intellectual self-concept than the female trainee teachers. There is similarity between the male and female trainee teachers of D. T. Ed. Colleges with regard to Fluency, Flexibility and Originality of creative thinking. There is similarity between the male and female trainee teachers of D. T. Ed. Colleges in terms of the Comprehensive Anxiety Test.

KEYWORDS: Values, Self-concepts, Creativity, Anxiety, Trainee Teachers.

INTRODUCTION:

Learning is a continuous process that begins from the stage of embryo in mother's foetus and ends with the individual's death. Learning takes place at conscious and subconscious conditions of mind. A person active in learning signifies that he is alive. The process of learning is very often equated with blowing away ash from the burning charcoal. Education signifies the act of conscious learning in which ignorance is removed and a person is awakened to the light of knowledge.

Education has elevated the life of humans from the stage of nomadic stage of homo-sapiens wandering in search of food to the modern man landing on the Moon and the Mars.

The Concept of Teacher Education/The Importance of Teacher Education:

It is a trite saying that man keeps on learning all through his life. Certain period of his life is devoted to formal education. In this period, he acquires knowledge through teachers and books written in accordance with specific syllabi in school and college. The teachers are professionally trained in imparting knowledge to students. 'Teacher Education' includes prescribed professional curriculum and special training with which teachers are subjected to specific life experiences.

Teacher education includes many new elements. Because the focal points of this education is not only pupils but also the society and nation. So the present academic situations demand impressive and skilled teachers to deal with the pupil-centric, society-centric, and nation-centric curriculum. A competent teacher possesses the qualities such as: comprehensive subject knowledge, effective teaching, mentally and physically balanced and intellectually, socially, nationally, morally, and culturally dynamic. For fashioning such teachers, the teacher education program cannot be restricted to theoretical course only but its focus must be extended on practical aspects touching upon social and national concerns. Such teacher education program will make teachers dynamic who, in their turn, will bring about all round development of pupils, men, society and the nation.

Objectives of Teacher Education:

Every time, in India and abroad also, objectives are set first and then syllabus is framed. 'Teacher Education Programs' are developed with fixed objectives by the UNESCO and Universities at world level and at national and state level, respectively. In 1959 the UNESCO had organised a conference attended by a few representatives in Bangkok in which below mentioned comprehensive list of realistic objectives was declared:

Teacher Education Program helps trainees for all round development and enhancing better comprehension ability in the students of different competencies:-

1. Developing competency in pupils of different levels.
2. Developing competency in pupils to feel a need of social development in this world of scientific wonders.
3. Developing competency in pupils to develop into a good citizen with the

qualities of insightful and sympathetic understanding of situations and persons.

4. Developing competency of comprehension in pupils with the aspects of education such as: spiritual, social, psychological, historical and economical.
5. Developing competency in trainee teachers to comprehend detail knowledge of the subjects to be imparted in schools and the teacher education program should contribute to pupils' learning process.

Usefulness of the program for trainee teachers in mastering skills and professional competence:

1. Flawless and clear flow of expression in students.
2. Framing syllabus in the form of several programmes, life experiences with adequate scale of assessment.
3. Developing new techniques and methods relevant to the occasion; inculcating competence of assimilation and generate effective methods of evaluation.
4. Developing competence in schools to incapacitate pupils for self-governance, creativity, inculcating quality of leadership for organising community programs.
5. Incapacitating the trainees to determine objectives of various programs to be organized in community; organise them; make note of their merits and demerits, and make their evaluations.
6. Incapacitate trainees to raise emotional integrity and tolerance at community, national & international levels to establish cordial relationship among members of the community, pupils, parents, and assistant teachers for working together.

Besides all these objectives underscored by the UNESCO, there are some more objectives of teacher education as stated here under:

1. To provide basic foundation of pure pedagogy to trainee teachers:
2. To provide knowledge of functional psychology to trainee teachers:
3. To provide knowledge of dynamic sociology to trainee teachers:
4. To introduce new techniques and research knowledge to trainee teachers:

The objectives of education as recommended by the Maharashtra State Education Committee:

1. To incapacitate trainee teachers to understand what they know and what their pupils know.

- To consolidate objectives of social values in trainee teachers.
- To create awareness in trainees to extend their expertise to needy students and youths.
- To make trainees aware of the dynamic nature of the teacher's job and make them qualified with this knowledge.
- To create an urge in the trainees to be a professionally dynamic teacher.

Values:

Value means a nomenclature for an interaction between or among persons for progress of persons, society and nation.

A teacher with definite values only can transfer them to his students. The values impressed upon students during the period of education develop certain mind-set of students which decide the course of their professional behaviour.

Self-Concept:

'Self-Concept' includes one's thoughts about himself, about other people, community, values, attitudes, and impressions about institutions.

A person's development of personality depends upon his 'Self-Concept'. There take place interactions between the 'Self-Concept' and the society. When a trainee teacher joins certain school as a teacher there take place interactions between students and teacher, teacher and society. These interactions definitely influence one's self-concept and his community at large. Therefore, it is necessary on the part of the training institute that they should identify with the self-concept of individual students.

Creativity:

"Creativity" consists of wisdom, power of imagination, novelty, new ideas and new research."

- M.B. Kundle

Trainee teachers must possess the talent of creativity. He has to guide his students in the way they think. Students are to be guided inside and outside of the school in regard to imbibe new and independent reasoning and accumulate knowledge on their own by reading books, interacting with people and by attending class room teaching periods and working with class mates. Trainee teacher's creativity must be assessed and conclusion must be drawn as to how they would motivate their students for learning innovatively.

Anxiety:

"Anxiety is a mental illness in which a patient remains mentally tense because of continuous baseless and hypothetical fears."

'Anxiety' badly affects patient's personality; it restricts him to the mental conflict which he takes for real. However, his performance miserably fails and he loses self-confidence. If a teacher is anxiety-stricken, he will fail to interact with his students; and this factor will keep him from job-satisfaction.

OBJECTIVES OF THIS RESEARCH STUDY:

- To observe the Values, Self-Concepts, Creativity and Anxiety among in male and female trainee teachers in D.T. Ed. Colleges.
- To make a comparative study of 'Values', 'Self-Concept', 'Creativity' and 'Anxiety' prevalent in male and female trainee teachers in D.T. Ed. Colleges.

Main Hypothesis:

There is a significant difference in male and female trainee teachers in D.T. Ed. Colleges with regard to 'Values', 'Self-Concept', 'Creativity' and 'Anxiety'.

RESEARCH METHODOLOGY:

Trainee of D. T. Ed. Colleges is a prospective teacher. He will have to shoulder the responsibility to fashioning new generation of students into good citizens. For this reason he must possess the 'Self-Concept' with perfect clarity. Besides this, he will have to impart value education to students; therefore he must possess good character with pleasant values. A teacher with the self-concept of values and creativity alone can inculcate these qualities in students. 'Anxiety' is inherent part of a good teacher's personality. The sense of 'Anxiety' helps him develop balanced personality. 'Values', 'Self-Concept', 'Creativity' and 'Anxiety' are part and parcel of the personality of a good teacher. To have insight into the 'Values', 'Self-Concept', 'Creativity' and 'Anxiety' of trainee teachers, NORMATIVE SURVEY METHOD is adopted. With the sample survey method necessary data from the subjects can be collected in less time.

Population:

In the present study all trainee teachers admitted in various D. T. Ed. Colleges are considered under the head of 'Population'.

Sample:

There are near about 120 D. T. Ed. Colleges in Nagpur division. All trainee teachers studying in these colleges are addressed as 'Population', but all of them cannot

be approached data collection. Therefore, Researcher has selected 25 colleges from all the six districts of the Nagpur division. As all male and female trainee teachers possess similar qualities, they all are considered under the head 'Population'. 250 male trainee teachers and 250 female trainee teachers have been selected on the basis of cluster sample for the present study.

Research Tools:

Research tools used in present study are as follows:

- Personal Value Questionnaires (PVQ) - Dr. G.P. Sherry and Prof. R. P. Verma
- Self-Concept Questionnaires (SCQ) - Dr. Raj Kumar Saraswat
- Thinking Creativity by Word (TCW) - Dr. Baquer Mehandi (Verbal Test)
- Comprehensive Anxiety Test (SCAT) - A.K.P. Sinha and L.N.K. Sinha

Data Analysis and Interpretation:

The collected data was analysed by using descriptive and inferential statistics mean, standard deviation, 't' test to find out significance difference.

Difference between the Mean scores of Male and Female trainee teachers about Different Values:

Variables	Sub-sample	Numbers	Mean	Standards Deviation	't' Values	Significance level
Religious Values	Male	250	44.056	9.8854	0.14066	N.S. (0.05)
	Female	250	43.9317	9.8746		
Social Values	Male	250	52.044	9.9637	1.5857	N.S. (0.05)
	Female	250	53.4096	9.2811		
Democratic Values	Male	250	48.481	7.5919	0.0530	N.S. (0.05)
	Female	250	48.5141	6.3105		
Aesthetic Values	Male	250	56.734	9.973	2.7832	S (0.05)
	Female	250	59.2972	10.61		
Economic Values	Male	250	51.321	8.2349	2.8119	S (0.05)
	Female	250	48.9638	10.3856		
Knowledge Values	Male	250	49.104	7.4696	3.8094	S (0.05)
	Female	250	51.7349	7.9653		
Hedonistic Values	Male	250	50.955	9.2201	4.5480	S (0.05)
	Female	250	47.2128	9.1787		
Power Values	Male	250	52.084	9.0338	1.8871	N.S. (0.05)
	Female	250	50.5904	8.6598		
Family Prestige Values	Male	250	48.261	8.2978	1.7349	N.S. (0.05)
	Female	250	46.9919	8.0567		
Health Values	Male	250	48.253	8.0775	0.1627	N.S. (0.05)
	Female	250	48.1285	9.0116		

Interpretations:

The analysis of the score of male and female of Jr. College of Education (D.T. Ed.) going trainee teachers shows that the means score of female trainee teachers are higher than male trainee teachers about aesthetic value. The obtained 't' value (2.7832) is significant at 0.05 level. This result indicates that there is significant difference between male and female. Same results are also obtained with economical, knowledge and hedonistic values i.e. all 't' values (2.8119, 3.8094 and 4.5480) are significant at 0.05 level and results indicate that there is significant differences between male and female trainee teachers. The score mean about religious, social, democratic, power, family prestige and health values are higher among male than female but 't' value (initially) 0.14066, 1.5857, 0.0530, 1.8871, 1.7349 and 0.1627) are not significant at 0.05 level.

Difference between the Mean scores of Male and Female trainee teachers about Self-Concept and its Dimensions:

Variables	Sub-sample	Numbers	Mean	Standards Deviation	't' Values	Significance level
Physical Self-Concept	Male	250	28.792	3.8948	2.766	S (0.05)
	Female	250	27.868	3.5661		
Social Self-Concept	Male	250	29.616	3.5698	0.839	N.S. (0.05)
	Female	250	29.348	3.5651		
Temperamental Self-Concept	Male	250	30.288	4.0663	1.6336	N.S. (0.05)
	Female	250	29.708	3.8702		
Educational Self-Concept	Male	250	29.956	4.6363	2.1942	S. (0.05)
	Female	250	30.78	3.7093		
Moral Self-Concept	Male	250	31.168	3.1489	3.1683	S. (0.05)
	Female	250	31.976	2.5188		
Intellectual Self-Concept	Male	250	26.168	3.652	2.7879	S. (0.05)
	Female	250	25.288	3.4017		
Total Self-Concept	Male	250	175.988	15.6127	0.7716	N.S. (0.05)
	Female	250	174.968	13.8957		

Interpretations:

The analysis of the score of male and female of Jr. College of Education (D.T. Ed.) going trainee teachers shows that the means score of male trainee teachers are higher than female trainee teachers about physical Self-concept. The obtained 't' value (2.766) is significant at 0.05 level. This result indicate that there is significant difference between the male and female. Same results are also obtained with educational, moral and intellectual self-concept i.e. all 't' values (initially 2.1942, 3.1683 and 2.7879) is significant at 0.05 level and result indicate that there is significant difference between male and female trainee teachers. The score mean about social and temperamental self-concept are higher among male than female but 't' values (0.839 and 1.6336) are not significant at 0.05 level. The score for total self-concept among male trainee teachers is higher than female trainee teachers. 't' value (0.7716) is not significant at 0.05 level.

Difference between the Mean scores of Male and Female trainee teachers about Creativity:

Variables	Sub-sample	Numbers	Mean	Standards Deviation	't' Values	Significance level
Fluency	Male	250	49.7166	9.9514	0.4685	N.S. (0.05)
	Female	250	49.3042	9.7301		
Flexibility	Male	250	49.4204	10.2442	0.6661	N.S. (0.05)
	Female	250	48.7967	10.6869		
Originality	Male	250	49.7795	10.0263	0.4241	N.S. (0.05)
	Female	250	49.3984	10.6861		

Interpretations:

The analysis of the score of male and female of Jr. College of Education (D.T. Ed.) going trainee teachers shows that the means score of male trainee teachers are higher than female trainee teachers about fluency, flexibility and originality of creativity. The obtained 't' values (0.4685, 0.6661 and 0.4241) are not significant at 0.05 level.

Difference between the Mean scores of Male and Female trainee teachers about Comprehensive Anxiety:

Variables	Sub-sample	Numbers	Mean	Standards Deviation	't' Values	Significance level
Comprehensive Anxiety	Male	250	25.908	15.2212	1.03165	N.S. (0.05)
	Female	250	24.54	14.4189		

Interpretations:

The analysis of the score of male and female of Jr. College of Education (D.T. Ed.) going trainee teachers shows that the means score of male trainee teachers are higher than female trainee teachers about anxiety. The obtained 't' value (1.03165) is not significant at 0.05 level.

FINDINGS:**Statistical Findings drawn with the Procedure of Analysis and Interpretation of the Data Collected through Personal Value Questionnaires:**

1. There is significant difference in aesthetic values between the male and female trainee teachers of D. T. Ed. Colleges. In general women have greater aesthetic values than males.
2. There is significant difference in economical, knowledge and well-being related values between the male and female trainee teachers of D. T. Ed. Colleges. Males have these values in greater number than the females.
3. There is no significant difference in religious, social, democratic, power, family and health values between the male and female trainee teachers of D. T. Ed. Colleges.

Statistical Findings drawn with the Procedure of Analysis and Interpretation of the Self-Concept Questionnaires:

1. There is significant difference in physical self-concept between the male and female trainee teachers of D. T. Ed. Colleges. The physical self-concept of female is more clear than male comparatively.
2. Female trainee teachers of D. T. Ed. Colleges have greater moral self-concept than the male trainee teachers.
3. Male trainee teachers of D. T. Ed. Colleges have greater intellectual self-concept than the female trainee teachers.

Statistical findings drawn with the Procedure of Analysis and Interpretation of the Creative Thinking Questionnaires:

There is similarity between the male and female trainee teachers of D. T. Ed. Colleges with regard to 'Fluency', Flexibility and Originality of creative thinking.

Statistical findings drew with the Procedure of Analysis and Interpretation of the Comprehensive Anxiety Test Questionnaires:

There is similarity between the male and female trainee teachers of D. T. Ed. Colleges in terms of the Comprehensive Anxiety Test.

Suggestion for Need to Increase Personal Values:

1. In a country having democratic set up, democratic values must compulsorily be inculcated among pupils. In the national education policy of 1986 there was focus laid on inculcating socialistic democratic values. It was specifically communicated that D. T. Ed. Colleges must chalk out various programs at the college level to inculcate socialistic democratic values in the male trainee teachers.
2. For increasing the level of aesthetic values in the trainee teachers these programs may be organised under extra-curricular extension services: 'Rangoli Competitions', 'Class-Room Arrangements'. While implementing these programs there must be two groups of male and female trainee teachers who will compete with each other in the competitions of 'Handicraft', 'Sculpture Making', 'Drawing and Paintings', 'Flower Arrangements'.
3. 'Story Narration', 'Essay Writing', Debate Competition' must be organised in D. T. Ed. College because such competitions provide opportunities for trainees to develop knowledge related values. Elocution Competitions must be organised on the occasions of birth and death anniversaries of great men and our nation builders. Such competitions definitely develop reading habits in trainees.
4. 'Value Education' must be an optional subject in the syllabus frame work and that trainees must motivated to opt for this subject. The study of this subject will definitely make trainees' concepts of education crystal clear. They will have opportunities to know more about different teaching methods and mediums of communication.
5. Conferences, seminars must be organised in D. T. Ed. Colleges on the subject of value education in the colleges.

Suggestion for Promotion of Self Concept in Trainee Teachers:

1. The level of Self-Concept in male trainee teachers is very average. They must rise above the average level of Self-Concept. For this purpose they must develop positive attitude for physical health, health awareness and physical power. The sphere of social self must be widened. It is advisable that 'Blood Donation Camps', 'Social Service Programs', 'Excursions', 'Literacy Campaigns', 'Inter Collegiate Sports Tournaments', 'Cultural Programs', 'Yoga Exercises' must be organised in D. T. Ed. Colleges. To develop the sense of conviction regarding health values the programs such as 'physical exercises', Lectures on Yogas', 'Lectures on Balanced Diets' must be organised.
2. Morality is the sheet anchor of man's character and a teacher ought to have this virtue. A teacher of good character is looked upon as an ideal teacher. Good character determines respectable position of a teacher in society. For developing good character of the trainee teachers the principal and professors must organise lectures of expertise in this subject under the subjects: 'Morality as a Value', 'Morality is the Key to Successful Life', 'Morality as the Foundation of Shaping Good Character', 'Morality and Teachers', 'Morality and Society', 'Morality as Need of the Hour'. Besides this, 'Essay Competitions', 'Wall Magazine', 'Debate Competitions' etc must be organised as students activities.

Suggestions for Development of Creative Thinking:

1. Trainee teachers must be awarded for their subject-wise teaching with creativity.
2. Trainee teachers must be encouraged to develop in them the sense of creativity with regard to: Science Creativity, Language Creativity, and Creativity in different domains of knowledge. Such conscious attempts made in the D. T. Ed. Colleges will help the professors to locate inclination of the trainees and they could decide a route map of their development on the line of creativity.
3. The interneers working the colleges must encourage pupils in foundation class period to apply their sense of creativity.
4. The teaching aids with such an objective that they should involve students creatively.
5. Seminars, workshops and conferences be organised on the topics of creative Teaching and Learning.

Suggestions regarding Comprehensive Anxiety:

1. A proper rating scale must be developed to grade the proper treatment to trainees of highest and lowest comprehensive anxiety syndromes. Trainees having highest anxiety level must be treated with positive stimulations and those having lowest, with negative stimulations in order to take them to average levels.
2. The trainee teachers with highest and lowest levels of anxiety must be subjected to counselling sessions and further they should be guided properly.

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